DOCUMENT RESUME

ED 208 065 TM 810 841

TITLE State Objectives: Reading, Writing, and Mathematics, Grades K-12. Basic Skills Assessment Program.
INSTITUTION South Carolina State Dept. of Education, Columbia.
PUB DATE Sep 79
NOTE 44p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Basic Skills; Educational Improvement; *Educational Objectives; Elementary Secondary Education; Kindergarten; *Mathematics; Minimum Competencies; *Reading Skills; Statewide Planning; *Writing Skills
IDENTIFIERS *South Carolina Department of Education

ABSTRACT

Pursuant to legislative requirements regarding the establishment of statewide educational objectives in the basic skills for kindergarten through grade 12, such objectives were developed by the South Carolina State Board of Education. Identification of objectives was accomplished through two different projects. The procedures used in each of the identification processes, and the rationale for the resulting objectives are described. Eighteen kindergarten objectives represent the primary components of what is considered to be a strong readiness program aimed at future success in reading, mathematics, and writing. Each objective is followed by a clarification in which activities (ranging in difficulty) are suggested for helping students attain mastery. The grades 1-12 objectives were formulated to be broad in scope, each subsuming a series of lesser enabling skills. In the areas of reading, writing, and mathematics, non-combinable skills which could become ongoing aims for grades 1-12 teachers were isolated. The objectives are presented in subject matter groups and organized by grade level. (Author/GK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED208065

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

STATE OBJECTIVES
READING, WRITING, AND MATHEMATICS
GRADES K-12

The South Carolina
Department of Education
September 1979

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E. L. Knight

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TM 810 811

STATE OBJECTIVES
READING, WRITING, AND MATHEMATICS
GRADES K-12

The South Carolina
Department of Education
September 1979

Charlie G. Williams, State Superintendent
Columbia, South Carolina

CONTENTS

	Page
Introduction	1
The Kindergarten Objectives	5
The Reading Objectives	9
Grade 1	9
Grade 2	10
Grade 3	11
Grade 4	12
Grade 5	14
Grade 6	15
Grade 7	16
Grade 8	18
Grades 9-12	19
The Writing Objectives	21
Grade 1	21
Grade 2	22
Grade 3	23
Grade 4	24
Grade 5	25
Grade 6	26
Grade 7	27
Grade 8	28
Grades 9-12	29

The Mathematics Objectives 30
Grade 1 30
Grade 2 31
Grade 3 32
Grade 4 33
Grade 5 34
Grade 6 35
Grade 7 36
Grade 8 37
Grades 9-12 38

INTRODUCTION

Section 1 (a) of Act 631 of 1978 (Basic Skills Assessment Program) states that "the State Board of Education, shall establish statewide educational objectives in the basic skills with minimum standards of student achievement for kindergarten through grade twelve. The term 'basic skills' shall include mathematics and the communication skills of reading and writing." Additionally, Section 4 of the legislation requires that the identification of objectives shall be completed during the 1978-79 school year.

Pursuant to these legislative requirements, objectives for grades K-12 were developed, reviewed by the Basic Skills Advisory Commission, and duly adopted by the State Board of Education. As a result of time constraints imposed by the legislation, the identification of kindergarten objectives and the identification of grades 1-12 objectives were accomplished through two different projects utilizing slightly different procedures. The procedures used in each of the identification processes, as well as the rationale for the resulting objectives, are described separately in the remainder of this introductory material.

Kindergarten Objectives

The kindergarten objectives were developed from objectives submitted to the Department of Education by South Carolina public school districts. The initial compilation of objectives was accomplished by a committee composed of kindergarten and first grade teachers, early childhood school district personnel, early childhood college and university personnel, and staff of the offices of General Education and Research in the State Department of Education. The objectives incorporate the results of reviews by the public, school districts, and a sample of kindergarten and first grade teachers. These objectives are intended to provide teachers with suggestions for involving kindergarten students in meaningful developmental activities. Furthermore, the eighteen objectives do not represent minimal skills but, instead, represent the primary components of what is considered to be a strong readiness program aimed at providing necessary concepts and skills which are fundamental to future success in reading, mathematics, and writing. In accordance with the basic skills legislation, any student who does not demonstrate readiness for the first grade as evidenced by the attainment of these objectives must be afforded the opportunity to continue the development of these skills in the first grade.

Each of the eighteen objectives is followed by an explanation or clarification of the objective in which activities or subskills are suggested for helping the student attain mastery of the more global objective. Although the activities listed are those which the majority of South Carolina public school districts include in their kindergarten programs, this list is not intended to exclude other appropriate activities. Additionally, the activities represent a range of difficulty; consequently, all students are not expected to achieve mastery on all suggested subskills. Therefore, the intention is that, while all students are not expected to attain mastery of each subskill suggested, the individual student should be exposed to any task for which he is developmentally ready.

In assessing a student's progress with respect to any given objective, the teacher may have to rely on teacher observation, test items, or a combination of these two assessment techniques.

Additionally, for those objectives which may pose problems for handicapped students, teachers will have to exercise judgment with respect to appropriate instructional activities and measurement strategies. Judgments concerning appropriate instructional activities and measurement strategies must be consistent with the child's IEP as required by P.L. 94-142.

The expressed policy of the State Board of Education is that the kindergarten objectives should be considered in providing appropriate developmental activities for students enrolled in the public kindergartens of this state.

Additionally, pursuant to Section 1 (b) (1) of Act 631 of 1978, it is the expressed policy of the Board that the objectives, in conjunction with information derived from a readiness test, be used in providing appropriate developmental activities in the first grade for students who do not demonstrate readiness to begin the formal school curriculum.

Grades 1-12 Objectives

The Instructional Objectives Exchange of Los Angeles, California, worked with the State Department of Education in the identification of the grades 1-12 objectives. Prior to their adoption by the State Board of Education, the objectives were reviewed and modified by large numbers of educators and lay citizens in South Carolina. Committees of curriculum specialists reviewed the objectives. Approximately 18,000 public school teachers in South Carolina reviewed and reacted to the objectives. In addition, public meetings were held to allow South Carolina citizens to register their reactions to the objectives. All of these reactions were presented to the South Carolina Basic Skills Advisory Commission which reviewed the objectives prior to their adoption by the State Board of Education.

The grades 1-12 objectives were assembled after a careful review of (1) objectives in reading, writing, and mathematics submitted by twenty-three South Carolina school districts in response to an October 1978, invitation to all ninety-two districts by the South Carolina Department of Education, (2) existing objectives collections such as those possessed by the Instructional Objectives Exchange and the National Assessment of Educational Progress, and (3) sets of basic skills objectives secured during February 1979, from approximately thirty state departments of education in response to a request for such materials to aid in the South Carolina objectives identification effort. Thus, basic skill objectives reflecting both the South Carolina perspective and the national perspective were used in the assembly of the grades 1-12 objectives.

Rather than containing almost endless sets of objectives to serve as instructional targets for South Carolina's schools, the objectives were deliberately formulated to be broad in scope, yet still measureable. Each objective subsumes a series of lesser enabling skills. By limiting the focus of educators to a manageable number of broad scope objectives, more effective instruction can be designed and more valid measures can be created. Teachers have a reasonable number of major instructional targets to which to attend. For purposes of classroom instruction, of course, the isolation of sets of subskills which students would need to master prior to achieving the broad scope objectives will be necessary. Assistance to teachers in identifying these subskills will be provided at the state and district levels.

An important advantage of casting the objectives in a broad scope manner is that when the occasion arises to assess the student's mastery of the objective, a sufficient number of test items per objective can be employed. Testing should interfere with the ongoing instructional program as little as possible. With many small scope objectives the administration of more than a few items per objective would not be possible unless extensive time were devoted to testing.

In addition, the objectives were deliberately selected so that, with effective instruction, they could be achieved. Sensitivity to instruction was a major factor employed in the framing of each objective. The objectives were all chosen so that, as a consequence of effective teaching, South Carolina's students would be able to master the basic skills represented in those objectives.

In the three subject areas of reading, writing, and mathematics, an effort was made to isolate a small number of essentially irreducible (that is, non-combinable) skills which could become ongoing aims for teachers in grades 1-12. After intensive sifting, sorting, and revision, six such **continuing** skills were identified in reading, five in writing, and five in mathematics. For each of these skills, a separate objective was devised at each grade level in essentially the same form but at a different level of complexity.

Each of the sixteen continuing objectives has been titled with a brief descriptor. For example, the title "Main Idea" refers to the reading objective describing a student's ability to discern the main idea of the reading selection. The brief descriptor for the sixteen continuing objectives in the three subject areas are presented below. By persuing these descriptors, then recalling that each objective occurs at each grade level but at a different level of complexity, an overview of the continuing objectives that constitute the core of South Carolina Basic Skills Assessment Program is possible.

READING

Decoding and Word Meaning
Details
Main Idea
Reference Usage
Inference
Analysis of Literature

WRITING

Handwriting
Mechanics
Word Usage
Sentence Formation
Composition

MATHEMATICS

Concepts
Operations
Measurement
Geometry
Problem Solving

The objective representing each skill is repeated at each grade level. On the assumption that, by the time students reach high school they should have mastered most of the basic skills objectives, a single set of objectives that provides for more in-depth development and application of skills is presented for grades 9-12, rather than a separate set for each of these four grades. This approach is taken because the skills are not necessarily related to specific grades at the secondary level.

Because the objectives alone do not communicate with sufficient clarity to those who will be using them as guides for instruction, a suggested measurement strategy follows each one. This strategy presents illustrative content that might be embodied in a test used to assess a learner's mastery of the objective. The content cited in a suggested measurement is **not**

intended to be exhaustive, only illustrative. By considering both an objective and its suggested measurement strategy, one can gain a reasonable idea of the educational intention being represented. However, the nature of an instructional objective cannot be comprehended completely until the specifics of its actual measurement strategy have been delineated.

The suggested measurement strategy is not intended to be limited only to selected responses such as in multiple choice test items. Most of the measurement strategies are stated so that they also permit the student to construct responses, for instance, orally or via generated written responses.

An analysis of the content and skills contained in a given objective's measurement strategy as presented at different grade levels will reveal the possible shifts in content stress and assessment approach which will probably occur as tests are developed for the objective. If a suggested measurement strategy at two or more adjacent grades is identical, the assumption is that the level of difficulty would be increased at the higher grade levels.

The objectives are presented in subject matter groups, first reading, then writing, then mathematics. The objectives within each subject area are organized by grade level. Although the order in which the objectives are listed remains constant at each great level, no implication is intended regarding the instructional order in which the objectives should be treated.

The expressed policy of the State Board of Education is that the grades 1-12 objectives should be considered in providing instruction in the basic skill areas of reading, writing, and mathematics.

Additionally, pursuant to Sections 1 (d) (2) and 2 (e) of Act 631 of 1978, it is the expressed policy of the Board that the objectives, in conjunction with information derived from criterion-referenced tests or other assessment procedures, be used in providing basic instruction to aid students who exhibit deficiencies in bringing their performance up to such statewide minimum standards as may be set for a particular grade.

KINDERGARTEN

OBJECTIVE: The student performs tasks involving gross motor skills.

Explanation: The student uses large muscles to coordinate eye-hand movements, eye-foot movements, and body positions in maintaining balance while performing physical activities. Demonstrations of large muscle control include activities **such as** marching; hopping on either foot; skipping; jumping and landing on both feet; galloping; climbing stairs while alternating feet; and bouncing, throwing, catching, and kicking a ball.

OBJECTIVE: The student performs tasks involving fine motor skills.

Explanation: The student uses small muscles to coordinate eye-hand movements and body positions while manipulating objects, tracing, copying, drawing, and painting. Demonstrations of eye-hand coordination include activities **such as** buttoning, zipping, lacing, and tying articles of clothing; folding paper; assembling puzzles; opening a book and turning the pages one at a time from front to back; building with blocks and construction toys; cutting straight and curved lines while holding scissors properly; tracing objects and symbols (for example, finger-tracing in sand or tracing wooden letters and numerals); and copying shapes, letters, own name, words, and numerals.

OBJECTIVE: The student remembers visual stimuli.

Explanation: The student recalls, after a brief lapse of time, stimuli presented visually. (The "brief lapse of time" will vary depending upon the activity.) Demonstration of visual memory involves the student's recalling by pointing to or naming one to six visual stimuli after the stimuli have been presented and removed or covered. Visual stimuli might include colors, shapes, numerals, letters, or patterns.

OBJECTIVE: The student determines likenesses and differences in visual stimuli.

Explanation: The student distinguishes likenesses and differences by comparing visual stimuli. Demonstrations of visual discrimination include activities **such as** matching identical colors; sorting objects on the basis of color; matching identical pictures; selecting the picture that is different; matching identical shapes; sorting objects on the basis of shape; assembling simple puzzles; matching objects of identical sizes; sorting objects on the basis of size; and matching identical symbols (numerals, letters, and words).

OBJECTIVE: The student remembers auditory stimuli.

Explanation: The student recalls, after a brief lapse of time, stimuli presented auditorily. (The "brief lapse of time" will vary depending upon the activity.) Stimuli might include sounds made by animals, people, or objects and sound patterns. Demonstrations of auditory memory include activities **such as** repeating sounds made by animals, objects and people; repeating rhythmic sequences; counting from 1 to 10 by rote; and repeating nursery rhymes, fingerplays, poems, and songs.

OBJECTIVE: The student determines likenesses and differences in auditory stimuli.

Explanation: The student distinguishes likenesses and differences by comparing sounds. Demonstrations of auditory discrimination include activities **such as** matching sounds made by objects, animals, or people; matching sounds according to rhythmic pattern, pitch

(high-low), or volume (loud-soft); recognizing words that sound the same (for example, "dog" and "dog") and words that sound different (for example, "dog" and "doll"); matching words that rhyme (for example, "cat," "bat," and "mat"); and matching sounds at the beginning of words (for example, "boy," "ball," and "book").

OBJECTIVE: The student communicates with others by using expressive language.

Explanation: The student communicates with others by using a simple oral vocabulary and by expressing ideas with an expanding oral vocabulary. Vocabulary development may include naming such things as colors, parts of the body, people, animals, foods, objects, sounds, days of the week, seasons, occupations, letters, numerals, coins, and textures. Demonstrations of expression of ideas include activities **such as** initiating verbal communication with others, relating personal experiences to classroom activities, and dictating personal experiences for teacher's recording in a written form.

OBJECTIVE: The student is receptive of language in communicating with others.

Explanation: The student communicates with others by listening attentively and by utilizing the information presented. Demonstrations of receptive language include activities **such as** listening and responding to the conversations of others; listening to and making comments about a selection read; and listening to and following directions.

OBJECTIVE: The student expresses an interest in language.

Explanation: The student seeks out information or initiates actions related to words or books. Demonstrations of an interest in language include behaviors **such as** asking the meaning of words; asking to have a story read; looking at pictures in books; and sharing books with the class.

OBJECTIVE: The student classifies stimuli on the basis of one or more attribute(s).

Explanation: In order to be able to classify, the student must first recognize similarities in stimuli (**such as** objects) with respect to some attribute or characteristic (**such as** size). The student must then group the stimuli according to one or more attribute(s). Demonstrations of classification include activities **such as** classifying objects according to color, size, or shape and classifying by functions and/or relationships such things as objects, foods, animals, or people.

OBJECTIVE: The student compares stimuli on the basis of one or more attribute(s).

Explanation: In order to be able to compare, the student must first recognize similarities and differences in stimuli (**such as** objects) with respect to some attribute or characteristic (**such as** size). The student must then compare the stimuli according to one or more attribute(s). Demonstrations of comparison include activities **such as** comparing two groups of objects using the terms more than, less than, or same as; comparing two objects according to length, height, weight size, shape, or distance; comparing opposites or positions (for example, behind/in front of, between/ beside, above/below).

OBJECTIVE: The student sequences stimuli on the basis of one or more attribute(s).

Explanation: In order to be able to sequence, the student must first recognize differences in stimuli (**such as** objects) with respect to some attribute or characteristic (**such as** size). The student must then order the stimuli according to one or more attribute(s). Demonstrations

of sequencing include activities **such as** counting up to ten objects; ordering objects according to length, height, weight, or size; identifying the correct object to complete the pattern; completing an incomplete pattern or picture; retelling a short story in sequential order; arranging in correct order three pictures; and stating the sequential steps involved after completing a three-step activity.

OBJECTIVE: The student begins to understand the concept of conservation of number.

Explanation: The student recognizes that a group has the same number of objects regardless of the arrangement of the objects. Demonstrations of conservation of number involves the teacher presenting the student with five to ten objects and asking the student to count the objects. After the student counts the number of objects correctly, the teacher rearranges the objects and asks, "How many objects are there?" A student who responds, without recounting, that the number of objects is the same understands conservation of number.

OBJECTIVE: The student interprets and infers on the basis of oral or illustrative selections.

Explanation: The student demonstrates understanding of selections, for example, stories presented orally or in picture form, by interpreting or making inferences on the basis of the selection. The student interprets selections by summarizing what has been seen or heard. The student makes inferences by going beyond the content of the selection. Demonstrations of interpretation and inference include activities **such as** listening to a selection, expressing the main idea, and making inferences; supplying a logical ending to a story after being presented with only two-thirds of the story; supplying appropriate answer(s) to questions on the basis of context clues; and making up a story about a picture.

OBJECTIVE: The student controls emotions and expresses them in a socially acceptable manner.

Explanation: The student exhibits the ability to control and express emotions by appropriate use of words or actions. Demonstrations of self-control include behaviors **such as** expressing feelings or needs in a controlled and constructive manner; accepting socially imposed limits; and adjusting to changes in routine.

OBJECTIVE: The student displays a positive attitude toward self.

Explanation: The student exhibits a positive self-concept through favorable actions and words concerning self. Demonstrations of positive self-concept include behaviors **such as** taking finished work home; asking to have work displayed; showing work to others; working independently and asking for help from others when needed; completing tasks, tidying up after self; taking responsibility for personal belongings; and developing independent personal hygiene habits.

OBJECTIVE: The student displays a positive attitude toward school.

Explanation: The student exhibits a positive feeling about school through favorable actions and words concerning school. Demonstrations of a positive attitude toward school include behaviors **such as** using materials correctly and participating voluntarily in a wide variety of classroom activities.

OBJECTIVE: The student interacts with others in a socially acceptable manner.

Explanation: The student cooperates with others by being considerate of and sensitive to their needs. Demonstrations of appropriate school interaction include behaviors such as sharing materials; listening to ideas and opinions; respecting the property of others; and reacting positively toward the achievements of others.

READING: GRADE ONE

DECODING AND WORD MEANING

Objective: The student can use word recognition skills and can determine the meanings of words.

Suggested Measurement Strategy: Identifying the meanings and/or pronunciations of given words. These may be words selected from a basic sight vocabulary list; words selected to exemplify phonetic rules; root words with prefixes or suffixes added; words used in context; inflected nouns or verbs; compound words; or contractions.

DETAILS

Objective: The student can accurately comprehend the details in a reading selection.

Suggested Measurement Strategy: Answering questions that ask "who," "what," "where," "when," "why," "how," "how many," or "in what sequence" about information that has been directly stated in oral, pictorial, or written communications. These communications may be pictures, sentences, sets of directions, paragraphs, stories, or poems.

MAIN IDEA

Objective: The student can determine the main idea of a reading selection.

Suggested Measurement Strategy: Identifying or generating statements that most accurately and comprehensively summarize the contents of oral, pictorial, or written communications. These communications may be pictures, paragraphs, or stories.

REFERENCE USAGE

Objective: The student can locate and utilize desired information in reference sources.

Suggested Measurement Strategy: Locating and utilizing requested information in reference sources such as books' tables of contents, picture dictionaries, and calendars.

INFERENCE

Objective: The student can make valid inferences about a reading selection.

Suggested Measurement Strategy: Identifying or generating reasonable answers to questions about information not directly stated in oral, pictorial, or written communications. The questions asked may require determining themes or authors' purposes, making comparisons, deducing causes or effects, drawing conclusions, predicting outcomes, or applying information presented in communications to different situations. The communications may be pictures, paragraphs, stories, or poems.

ANALYSIS OF LITERATURE

Objective: The student can critically analyze a reading selection.

Suggested Measurement Strategy: Answering questions that ask for analyses of the structure or content of oral or written communications. The questions may require identifying a communication's genre (e.g., fairy tale, nursery rhyme, etc.); identifying structural elements (e.g., plot, setting, etc.); identifying rhetorical devices (e.g., rhyme, exaggeration, etc.); or identifying the nature of the information presented (e.g., realism, fantasy, etc.). The communications to be analyzed may be pictures, sentences, paragraphs, stories, or poems.

READING: GRADE TWO

DECODING AND WORD MEANING

Objective: The student can use word recognition skills and can determine the meanings of words.

Suggested Measurement Strategy: Identifying the meanings and/or pronunciations of given words. These words may be words selected from a basic sight vocabulary list; words selected to exemplify phonetic rules; root words with prefixes or suffixes added; words used in context; inflected nouns or verbs; compound words; contractions; or words with a synonym, antonym, or homonym.

DETAILS

Objective: The student can accurately comprehend the details in a reading selection.

Suggested Measurement Strategy: Answering questions that ask "who," "what," "where," "when," "why," "how," "how many," or "in what sequence" about information that has been directly stated in oral, pictorial, or written communications. These communications may be pictures, sentences, sets of directions, paragraphs, stories, or poems.

MAIN IDEA

Objective: The student can determine the main idea of a reading selection.

Suggested Measurement Strategy: Identifying or generating statements that most accurately and comprehensively summarize the contents of oral or written communications. These communications may be paragraphs or stories.

REFERENCE USAGE

Objective: The student can locate and utilize desired information in reference sources.

Suggested Measurement Strategy: Locating and utilizing requested information in reference sources such as books' tables of contents, glossaries, picture dictionaries, calendars, and maps.

INFERENCE

Objective: The student can make valid inferences about a reading selection.

Suggested Measurement Strategy: Identifying or generating reasonable answers to questions about information not directly stated in oral or written communications. The questions asked may require determining themes or authors' purposes, making comparisons, deducing causes or effects, drawing conclusions, predicting outcomes, or applying information presented in communications to different situations. The communications may be pictures, paragraphs, stories, or poems.

ANALYSIS OF LITERATURE

Objective: The student can critically analyze a reading selection.

Suggested Measurement Strategy: Answering questions that ask for analyses of the structure or content of oral or written communications. The questions may require identifying a communication's genre (e.g., fairy tale, nursery rhyme, etc.);identifying structural elements (e.g., plot, setting, etc.); identifying rhetorical devices (e.g., rhyme, exaggeration, etc.); or identifying the nature of the information presented (e.g., realism, fantasy, etc.). The communications to be analyzed may be pictures, sentences, paragraphs, stories, or poems.

READING: GRADE THREE

DECODING AND WORD MEANING

Objective: The student can use word recognition skills and can determine the meanings of words.

Suggested Measurement Strategy: Identifying the meanings and/or pronunciations of given words. These may be words selected from a basic sight vocabulary list; words selected to exemplify one or more phonetic rules; root words with one or more affixes added; words used in context; inflected nouns or verbs; compound words; contractions; or words with a synonym, antonym, or homonym.

DETAILS

Objective: The student can accurately comprehend the details in a reading selection.

Suggested Measurement Strategy: Answering questions that ask "who," "what," "where,"

"when," "why," "how," "how many," or "in what sequence" about information that has been directly stated in reading selections. These selections may be sentences, sets of directions, paragraphs, stories, or poems.

MAIN IDEA

Objective: The student can determine the main idea of a reading selection.

Suggested Measurement Strategy: Identifying or generating statements that most accurately and comprehensively summarize the contents of reading selections. These selections may be paragraphs or stories.

REFERENCE USAGE

Objective: The student can locate and utilize desired information in reference sources.

Suggested Measurement Strategy: Locating and utilizing requested information in reference sources such as books' tables of contents, glossaries, dictionaries, encyclopedias, the library card catalog, maps, graphs, tables, and charts.

INFERENCE

Objective: The student can make valid inferences about a reading selection.

Suggested Measurement Strategy: Identifying or generating reasonable answers to questions about information not directly stated in reading selections. The questions asked may require determining themes or authors' purposes, making comparisons, deducing causes or effects, drawing conclusions, predicting outcomes, or applying information presented in selections to different situations. The selections may be paragraphs, stories, or poems.

ANALYSIS OF LITERATURE

Objective: The student can critically analyze a reading selection.

Suggested Measurement Strategy: Answering questions that ask for analyses of the structure or content of reading selections. The questions may require identifying a selection's genre (e.g., fairy tale); identifying structural elements (e.g., plot, setting, etc.); or identifying the nature of the information presented (e.g., realism, fantasy, etc.). The selections to be analyzed may be sentences, paragraphs, stories, or poems.

READING: GRADE FOUR

DECODING AND WORD MEANING

Objective: The student can use word recognition skills and can determine the meanings of words.

Suggested Measurement Strategy: Identifying the meanings of given words. These words may be words selected from a content field such as social studies or the sciences; words with one or more affixes; compound words; words with a synonym, antonym, homonym, or multiple meaning; words used connotatively; words used figuratively; or words defined by their context.

DETAILS

Objective: The student can accurately comprehend the details in a reading selection.

Suggested Measurement Strategy: Answering questions that ask "who," "what," "where," "when," "why," "how," "how many," or "in what sequence" about information that has been directly stated in reading selections. These selections may be sentences, sets of directions, articles from newspapers or magazines, stories, poems, or excerpts from books or plays.

MAIN IDEA

Objective: The student can determine the main idea of a reading selection.

Suggested Measurement Strategy: Identifying or generating statements that most accurately and comprehensively summarize the contents of reading selections. These selections may be paragraphs, articles from newspapers or magazines, stories, or excerpts from books.

REFERENCE USAGE

Objective: The student can locate and utilize desired information in reference sources.

Suggested Measurement Strategy: Locating requested information in reference sources such as books' tables of contents, indexes, and glossaries; dictionaries; encyclopedias; the library card catalog; graphs; tables; charts; maps; and telephone directories.

INFERENCE

Objective: The student can make valid inferences about a reading selection.

Suggested Measurement Strategy: Identifying or generating reasonable answers to questions about information not directly stated in reading selections. The questions asked may require determining themes or authors' purposes, making comparisons, deducing causes and effects, drawing conclusions, predicting outcomes, or applying information presented in selections to different situations. The selections may be paragraphs, stories, poems, or excerpts from books or plays.

ANALYSIS OF LITERATURE

Objective: The student can critically analyze a reading selection.

Suggested Measurement Strategy: Answering questions that ask for analyses of the structure or content of reading selections. The questions may require identifying a selection's genre (e.g., myth, fable, etc.); identifying structural elements (e.g., narrator, climax, etc.); identifying rhetorical devices (e.g., simile, personification, etc.); or identifying the nature of the information presented (e.g., fact, opinion, etc.). The selections to be analyzed may be sentences, paragraphs, articles, stories, poems, or excerpts from books or plays.

READING: GRADE FIVE

DECODING AND WORD MEANING

Objective: The student can use word recognition skills and can determine the meanings of words.

Suggested Measurement Strategy: Identifying the meanings of given words. These words may be words selected from a content field such as social studies or the sciences; words with one or more affixes; compound words; words with a synonym, antonym, homonym, or multiple meaning; words used connotatively; words used figuratively; or words defined by their context.

DETAILS

Objective: The student can accurately comprehend the details in a reading selection.

Suggested Measurement Strategy: Answering questions that ask "who," "what," "where," "when," "why," "how," "how many," or "in what sequence" about information that has been directly stated in reading selections. These selections may be sentences, sets of directions, articles from newspapers or magazines, stories, poems, or excerpts from books or plays.

MAIN IDEA

Objective: The student can determine the main idea of a reading selection.

Suggested Measurement Strategy: Identifying or generating statements that most accurately and comprehensively summarize the contents of reading selections. These selections may be paragraphs, articles from newspapers or magazines, stories, or excerpts from books.

REFERENCE USAGE

Objective: The student can locate and utilize desired information in reference sources.

Suggested Measurement Strategy: Locating requested information in reference sources such as books' tables of contents, indexes, and glossaries; dictionaries; encyclopedias; the library card catalog; graphs; tables; charts; maps; and telephone directories.

INFERENCE

Objective: The student can make valid inferences about a reading selection.

Suggested Measurement Strategy: Identifying or generating reasonable answers to questions about information not directly stated in reading selections. The questions asked may require determining themes or authors' purposes, making comparisons, deducing causes and effects, drawing conclusions, predicting outcomes, or applying information presented in selections to different situations. The selections may be paragraphs, stories, poems, or excerpts from books or plays.

ANALYSIS OF LITERATURE

Objective: The student can critically analyze a reading selection.

Suggested Measurement Strategy: Answering questions that ask for analyses of the structure or content of reading selections. The questions may require identifying a selection's genre (e.g., myth, fable, etc.); identifying structural elements (e.g., narrator, climax, etc.); identifying rhetorical devices (e.g., simile, personification, etc.); or identifying the nature of the information presented (e.g., fact, opinion, etc.). The selections to be analyzed may be sentences, paragraphs, articles, stories, poems, or excerpts from books or plays.

READING: GRADE SIX

DECODING AND WORD MEANING

Objective: The student can use word recognition skills and can determine the meanings of words.

Suggested Measurement Strategy: Identifying the meanings of given words. These words may be words selected from a content field such as social studies or the sciences; words with one or more affixes; compound words; words with a synonym, antonym, homonym, or multiple meaning; words used connotatively; words used figuratively; or words defined by their context.

DETAILS

Objective: The student can accurately comprehend the details in a reading selection.

Suggested Measurement Strategy: Answering questions that ask "who," "what," "where," "when," "why," "how," "how many," or "in what sequence" about information that has been directly stated in reading selections. These selections may be sentences, sets of directions, articles from newspapers or magazines, stories, poems, or excerpts from books or plays.

MAIN IDEA

Objective: The student can determine the main idea of a reading selection.

Suggested Measurement Strategy: Identifying or generating statements that most accurately and comprehensively summarize the contents of reading selections. These selections may be paragraphs, articles from newspapers or magazines, stories, or excerpts from books.

REFERENCE USAGE

Objective: The student can locate and utilize desired information in reference sources.

Suggested Measurement Strategy: Locating requested information in reference sources such as books' tables of contents, indexes, and glossaries; dictionaries; encyclopedias; the library card catalog; graphs; tables; charts; maps; and telephone directories.

INFERENCE

Objective: The student can make valid inferences about a reading selection.

Suggested Measurement Strategy: Identifying or generating reasonable answers to questions about information not directly stated in reading selections. The questions asked may require determining themes or authors' purposes, making comparisons, deducing causes and effects, drawing conclusions, predicting outcomes, or applying information presented in selections to different situations. The selections may be paragraphs, stories, poems, or excerpts from books or plays.

ANALYSIS OF LITERATURE

Objective: The student can critically analyze a reading selection.

Suggested Measurement Strategy: Answering questions that ask for analyses of the structure or content of reading selections. The questions may require identifying a selection's genre (e.g., myth, fable, etc.); identifying structural elements (e.g., narrator, climax, etc.); identifying rhetorical devices (e.g., simile, personification, etc.); or identifying the nature of the information presented (e.g., fact, opinion, etc.). The selections to be analyzed may be sentences, paragraphs, articles, stories, poems, or excerpts from books or plays.

READING: GRADE SEVEN

DECODING AND WORD MEANING

Objective: The student can use word recognition skills and can determine the meanings of words.

Suggested Measurement Strategy: Identifying the meaning of given words or terms. These

may be words selected from a content field such as social studies or the sciences; terminology associated with product lables, application forms, consumer and governmental publications, and legal documents; words with one or more affixes; compound words; words with a synonym, antonym, homonym, or multiple meaning; words used connotatively; words used figuratively; or words defined by their context.

DETAILS

Objective: The student can accurately comprehend the details in a reading selection.

Suggested Measurement Strategy: Answering questions that ask "who," "what," "where," "when," "why," "how," "how many," or "in what sequence" about information that has been directly stated in reading selections. These selections may be sets of directions; product labels; consumer, governmental, or legal documents; editorials, feature articles, or news stories; business letters; stories; poems; or excerpts from books or plays.

MAIN IDEA

Objective: The student can determine the main idea of a reading selection.

Suggested Measurement Strategy: Identifying or generating statements that most accurately and comprehensively summarize the contents of reading selections. These selections may be paragraphs; editorials, feature articles, or news stories; business letters; essays; stories; or excerpts from books.

REFERENCE USAGE

Objective: The student can locate and utilize desired information in reference sources.

Suggested Measurement Strategy: Locating and utilizing requested information in reference sources such as books' tables of contents, indexes, glossaries, appendixes, and bibliographies; dictionaries; encyclopedias; the library card catalog; the *Reader's Guide*; graphs; tables; charts; maps; telephone directories; and newspapers.

INFERENCE

Objective: The student can make valid inferences about a reading selection.

Suggested Measurement Strategy: Identifying or generating reasonable answers to questions about information not directly stated in reading selections. The questions asked may require determining themes or authors' purposes, making comparisons, deducing causes and effects, drawing conclusions, predicting outcomes, or applying information presented in selections to different situations. The selections may be paragraphs, essays, editorials, feature articles, news stories, letters, stories, poems, or excerpts from books or plays.

ANALYSIS OF LITERATURE

Objective: The student can critically analyze a reading selection.

Suggested Measurement Strategy: Making critical judgments or answering questions that ask

for analyses of the structure or content of reading selections. The questions may require identifying a selection's genre (e.g., editorial, essay, etc.); identifying structural elements (e.g., plot, point of view, etc.); identifying rhetorical devices (e.g., poetic language, propaganda techniques, etc.); or identifying the nature of the information presented (e.g., fact, opinion, etc.). The selections to be analyzed may be paragraphs, essays, editorials, feature articles, news stories, letters, advertisements, stories, poems, or excerpts from books or plays.

READING: GRADE EIGHT

DECODING AND WORD MEANING

Objective: The student can use word recognition skills and can determine the meanings of words.

Suggested Measurement Strategy: Identifying the meaning of given words or terms. These may be words selected from a content field such as social studies or the sciences; terminology associated with product labels, application forms, consumer and governmental publications, and legal documents; words with one or more affixes; compound words; words with a synonym, antonym, homonym, or multiple meaning; words used connotatively; words used figuratively; or words defined by their context.

DETAILS

Objective: The student can accurately comprehend the details in a reading selection.

Suggested Measurement Strategy: Answering questions that ask "who," "what," "where," "when," "why," "how," "how many," or "in what sequence" about information that has been directly stated in reading selections. These selections may be sets of directions; product labels; consumer, governmental, or legal documents; editorials; feature articles, or news stories; business letters; stories; poems; or excerpts from books or plays.

MAIN IDEA

Objective: The student can determine the main idea of a reading selection.

Suggested Measurement Strategy: Identifying or generating statements that most accurately and comprehensively summarize the contents of reading selections. These selections may be paragraphs; editorials, feature articles, or news stories; business letters; essays; stories; or excerpts from books.

REFERENCE USAGE

Objective: The student can locate and utilize desired information in reference sources.

Suggested Measurement Strategy: Locating and utilizing requested information in reference sources such as books' tables of contents, indexes, glossaries, appendixes, and bibliographies; dictionaries; encyclopedias; the library card catalog; the *Reader's Guide*; graphs; tables; charts; maps; telephone directories; and newspapers.

INFERENCE

Objective: The student can make valid inferences about a reading selection.

Suggested Measurement Strategy: Identifying or generating reasonable answers to questions about information not directly stated in reading selections. The questions asked may require determining themes or authors' purposes, making comparisons, deducing causes and effects, drawing conclusions, predicting outcomes, or applying information presented in selections to different situations. The selections may be paragraphs, essays, editorials, feature articles, news stories, letters, stories, poems, or excerpts from books or plays.

ANALYSIS OF LITERATURE

Objective: The student can critically analyze a reading selection.

Suggested Measurement Strategy: Making critical judgments or answering questions that ask for analyses of the structure or content of reading selections. The questions may require identifying a selection's genre (e.g., editorial, essay, etc.); identifying structural elements (e.g., poetic language, propaganda techniques, etc.); or identifying the nature of the information presented (e.g., fact, opinion, etc.). The selections to be analyzed may be paragraphs, essays, editorials, feature articles, news stories, letters, advertisements, stories, poems, or excerpts from books or plays.

READING: GRADES NINE–TWELVE

DECODING AND WORD MEANING

Objective: The student can use word recognition skills and can determine the meanings of words.

Suggested Measurement Strategy: Identifying the meaning of given words or terms. These may be words selected from a content field such as social studies or the sciences; terminology associated with product labels, application forms, consumer and governmental publications, and legal documents; words with one or more affixes; compound words; words with a synonym, antonym, homonym, or multiple meaning; words used connotatively; words used figuratively; or words defined by their context or origin.

DETAILS

Objective: The student can accurately comprehend the details in a reading selection.

Suggested Measurement Strategy: Answering questions that ask "who," "what," "where," "when," "why," "how," "how many," or "in what sequence" about information that has been directly stated in reading selections. These selections may be sets of directions; product labels; consumer, governmental, or legal documents; editorials, feature articles, or news stories; business letters; stories; poems; or excerpts from books or plays.

MAIN IDEA

Objective: The student can determine the main idea of a reading selection.
selection.

Suggested Measurement Strategy: Identifying or generating statements that most accurately and comprehensively summarize the contents of reading selections. These selections may be paragraphs; editorials, feature articles, or news stories; business letters; essays; stories; or excerpts from books.

REFERENCE USAGE

Objective: The student can locate and utilize desired information in reference sources.

Suggested Measurement Strategy: Locating and utilizing requested information in reference sources such as books' tables of contents, indexes, glossaries, appendixes, and bibliographies; dictionaries; thesauruses; encyclopedias; the library card catalog; the *Reader's Guide*; graphs; tables; charts; maps; atlases; telephone directories; and newspapers.

INFERENCE

Objective: The student can make valid inferences about a reading selection.

Suggested Measurement Strategy: Identifying or generating reasonable answers to questions about information not directly stated in reading selections. The questions asked may require determining themes or authors' purposes, making comparisons, deducing causes and effects, drawing conclusions, predicting outcomes, or applying information presented in selections to different situations. The selections may be paragraphs, essays, editorials, feature articles, news stories, letters, stories, poems, or excerpts from books or plays.

ANALYSIS OF LITERATURE

Objective: The student can critically analyze a reading selection.

Suggested Measurement Strategy: Making critical judgments or answering questions that ask for analyses of the structure or content of reading selections. The questions may require identifying a selection's genre (e.g., editorial, essay, etc.); identifying structural elements (e.g., plot, point of view, etc.); identifying rhetorical devices (e.g., poetic language, propaganda techniques, etc.); or identifying the nature of the information presented (e.g., fact, opinion, etc.). The selections to be analyzed may be paragraphs, essays, editorials, feature articles, news stories, letters, advertisements, stories, poems, or excerpts from books or plays.

HANDWRITING

Objective: The student can write legibly.

Suggested Measurement Strategy: Printing legible letters or words following the model in the district's adopted handwriting program.

MECHANICS

Objective: The student can spell, capitalize, and punctuate correctly.

Suggested Measurement Strategy: Correctly spelling, capitalizing, and punctuating simple sentences given as dictation. Words in these sentences may be words selected from a basic vocabulary list and words selected to exemplify phonetic rules. These words may require capital letters. The sentences will require end punctuation only.

WORD USAGE

Objective: The student can use words appropriately.

Suggested Measurement Strategy: Selecting words which are appropriate in meaning and grammatical form for a given context. These words may include nouns and verbs.

SENTENCE FORMATION

Objective: The student can compose sentences.

Suggested Measurement Strategy: Composing or selecting simple sentences. These sentences may be declarative, interrogative, imperative, or exclamatory.

COMPOSITION

Objective: The student can communicate ideas in writing.

Suggested Measurement Strategy: Writing simple stories, explanations, or letters. These communications may be evaluated on their organization, content, correctness of expression, mechanics, and legibility.

WRITING: GRADE TWO

HANDWRITING

Objective: The student can write legibly.

Suggested Measurement Strategy: Printing legible words or sentences following the model in the district's adopted handwriting program.

MECHANICS

Objective: The student can spell, capitalize, and punctuate correctly.

Suggested Measurement Strategy: Correctly spelling, capitalizing, and punctuating simple sentences given as dictation. Words in these sentences may be words selected from a basic vocabulary list and words selected to exemplify phonetic rules. These words may require capital letters or apostrophes. The sentences may require the use of commas in addition to end punctuation.

WORD USAGE

Objective: The student can use words appropriately.

Suggested Measurement Strategy: Selecting words which are appropriate in meaning and grammatical form for a given context. These words may include nouns, verbs, pronouns, prepositions, and conjunctions.

SENTENCE FORMATION

Objective: The student can compose sentences.

Suggested Measurement Strategy: Composing or selecting simple or compound sentences. These sentences may be declarative, interrogative, imperative, or exclamatory.

COMPOSITION

Objective: The student can communicate ideas in writing.

Suggested Measurement Strategy: Writing simple stories, explanations, or letters. These communications may be evaluated on their organization, content, correctness of expression, mechanics, and legibility.

WRITING: GRADE THREE

HANDWRITING

Objective: The student can write legibly.

Suggested Measurement Strategy: Writing legible words, sentences, or paragraphs following the model in the district's adopted handwriting program.

MECHANICS

Objective: The student can spell, capitalize, and punctuate correctly.

Suggested Measurement Strategy: Correctly spelling, capitalizing, and punctuating simple sentences given as dictation. Words in these sentences may be words selected from a basic vocabulary list, words selected to exemplify phonetic or structural rules, and words with irregular spellings. These words may require capital letters, apostrophes, or hyphens. The sentences may require the use of commas in addition to end punctuation.

WORD USAGE

Objective: The student can use words appropriately.

Suggested Measurement Strategy: Selecting words which are appropriate in meaning and grammatical form for a given context. These words may include nouns, verbs, pronouns, prepositions, and conjunctions.

SENTENCE FORMATION

Objective: The student can compose sentences.

Suggested Measurement Strategy: Composing or selecting simple or compound sentences. These sentences may be declarative, interrogative, imperative, or exclamatory.

COMPOSITION

Objective: The student can communicate ideas in writing.

Suggested Measurement Strategy: Writing simple stories, explanations, or letters. These communications may be evaluated on their organization, content, correctness of expression, mechanics, and legibility.

WRITING: GRADE FOUR

HANDWRITING

Objective: The student can write legibly.

Suggested Measurement Strategy: Writing legible routine or special assignments following the model in the district's adopted handwriting program.

MECHANICS

Objective: The student can spell, capitalize, and punctuate correctly.

Suggested Measurement Strategy: Correctly spelling, capitalizing, and punctuating written communications. These communications may be sentences, paragraphs, stories, and letters. The words involved may be words selected from a vocabulary list, words selected to exemplify phonetic or structural rules, words with irregular spellings, and abbreviations. These words may require capital letters, apostrophes, or hyphens. The communications may require the use of periods, commas, quotation marks, question marks, and exclamation points.

WORD USAGE

Objective: The student can use words appropriately.

Suggested Measurement Strategy: Selecting words which are appropriate in meaning and grammatical form for a given context. These words may include nouns, verbs, pronouns, prepositions, conjunctions, adjectives, and adverbs.

SENTENCE FORMATION

Objective: The student can compose sentences.

Suggested Measurement Strategy: Composing or selecting simple or compound sentences. These sentences may be declarative, interrogative, imperative, or exclamatory.

COMPOSITION

Objective: The student can communicate ideas in writing.

Suggested Measurement Strategy: Writing paragraphs, stories, sets of directions, or letters. These communications may be evaluated on their organization, content, correctness of expression, mechanics, and legibility.

WRITING: GRADE FIVE

HANDWRITING

Objective: The student can write legibly.

Suggested Measurement Strategy: Writing legible routine or special assignments following the model in the district's adopted handwriting program.

MECHANICS

Objective: The student can spell, capitalize, and punctuate correctly.

Suggested Measurement Strategy: Correctly spelling, capitalizing, and punctuating communications. These communications may be sentences, paragraphs, stories, and letters. The words involved may be words selected from a vocabulary list, words selected to exemplify phonetic or structural rules, words with irregular spellings, and abbreviations. These words may require capital letters, apostrophes, or hyphens. The communications may require the use of periods, commas, quotation marks, question marks, and exclamation points.

WORD USAGE

Objective: The student can use words appropriately.

Suggested Measurement Strategy: Selecting words which are appropriate in meaning and grammatical form for a given context. These words may include nouns, verbs, pronouns, prepositions, conjunctions, adjectives, and adverbs.

SENTENCE FORMATION

Objective: The student can compose sentences.

Suggested Measurement Strategy: Composing or selecting simple, compound, or complex sentences. These sentences may be constructed so that they represent specified sentence patterns.

COMPOSITION

Objective: The student can communicate ideas in writing.

Suggested Measurement Strategy: Writing paragraphs, outlines, reports, stories, sets of directions, or letters. These communications may be evaluated on their organization, content, correctness of expression, mechanics, and legibility.

WRITING: GRADE SIX

HANDWRITING

Objective: The student can write legibly.

Suggested Measurement Strategy: Writing legible routine or special assignments following the model in the district's adopted handwriting program.

MECHANICS*

Objective: The student can spell, capitalize, and punctuate correctly.

Suggested Measurement Strategy: Correctly spelling, capitalizing, and punctuating written communications. These communications may be sentences, paragraphs, stories, and letters. The words involved may be words selected from a vocabulary list, words selected to exemplify phonetic or structural rules, words with irregular spellings, and abbreviations. These words may require capital letters, apostrophes, or hyphens. The communications may require the use of periods, commas, quotation marks, colons, semi-colons, dashes, question marks, and exclamation points.

WORD USAGE

Objective: The student can use words appropriately.

Suggested Measurement Strategy: Selecting words which are appropriate in meaning and grammatical form for a given context. These words may include nouns, verbs, pronouns, prepositions, conjunctions, adjectives, adverbs, and interjections.

SENTENCE FORMATION

Objective: The student can compose sentences.

Suggested Measurement Strategy: Composing or selecting simple, compound, or complex sentences. These sentences may be constructed so that they represent specified sentence patterns.

COMPOSITION

Objective: The student can communicate ideas in writing.

Suggested Measurement Strategy: Writing paragraphs, outlines, reports, stories, sets of directions, or letters. These communications may be evaluated on their organization, content, correctness of expression, mechanics, and legibility.

WRITING: GRADE SEVEN

HANDWRITING

Objective: The student can write legibly.

Suggested Measurement Strategy: Writing legible routine or special assignments.

MECHANICS

Objective: The student can spell, capitalize, and punctuate correctly.

Suggested Measurement Strategy: Correctly spelling, capitalizing, and punctuating written communications. These communications may be sentences, paragraphs, stories, outlines, and letters. The words involved may be words selected from a vocabulary list, words selected to exemplify phonetic or structural rules, words with irregular spellings, and abbreviations. These words may require capital letters, apostrophes, or hyphens. The communications may require the use of periods, commas, quotation marks, colons, semi-colons, dashes, underlining, parentheses, question marks, and exclamation points.

WORD USAGE

Objective: The student can use words appropriately.

Suggested Measurement Strategy: Selecting words which are appropriate in meaning and grammatical form for a given context. These words may include nouns, verbs, pronouns, prepositions, conjunctions, adjectives, adverbs, and interjections.

SENTENCE FORMATION

Objective: The student can compose sentences.

Suggested Measurement Strategy: Composing or selecting correctly coordinated and modified simple, compound, or complex sentences. These sentences may be constructed so that they represent specified sentence patterns.

COMPOSITION

Objective: The student can communicate ideas in writing.

Suggested Measurement Strategy: Writing paragraphs, essays, outlines, reports, sets of directions, or letters, or supplying the information needed on application forms. These communications may be evaluated on their organization, content, correctness of expression, mechanics, and legibility.

WRITING: GRADE EIGHT

HANDWRITING

Objective: The student can write legibly.

Suggested Measurement Strategy: Writing legible routine or special assignments.

MECHANICS

Objective: The student can spell, capitalize, and punctuate correctly.

Suggested Measurement Strategy: Correctly spelling, capitalizing, and punctuating written communications. These communications may be sentences, paragraphs, stories, outlines, and letters. The words involved may be words selected from a vocabulary list, words selected to exemplify phonetic or structural rules, words with irregular spellings, and abbreviations. These words may require capital letters, apostrophes, or hyphens. The communications may require the use of periods, commas, quotation marks, colons, semi-colons, dashes, underlining, parentheses, question marks, and exclamation points.

WORD USAGE

Objective: The student can use words appropriately.

Suggested Measurement Strategy: Selecting words which are appropriate in meaning and grammatical form for a given context. These words may include nouns, verbs, pronouns, prepositions, conjunctions, adjectives, adverbs, and interjections.

SENTENCE FORMATION

Objective: The student can compose sentences.

Suggested Measurement Strategy: Composing or selecting correctly coordinated and modified simple, compound, or complex sentences. These sentences may be constructed so that they represent specified sentence patterns.

COMPOSITION

Objective: The student can communicate ideas in writing.

Suggested Measurement Strategy: Writing paragraphs, essays, outlines, reports, sets of directions, or letters, or supplying the information needed on application forms. These communications may be evaluated on their organization, content, correctness of expression, mechanics, and legibility.

HANDWRITING

Objective: The student can write legibly.

Suggested Measurement Strategy: Writing legible routine or special assignments.

MECHANICS

Objective: The student can spell, capitalize, and punctuate correctly.

Suggested Measurement Strategy: Correctly spelling, capitalizing, and punctuating written communications. These communications may be sentences, paragraphs, stories, outlines, and letters. The words involved may be words selected from a vocabulary list, words selected to exemplify phonetic or structural rules, words with irregular spellings, and abbreviations. These words may require capital letters, apostrophes, or hyphens. The communications may require the use of periods, commas, quotation marks, colons, semi-colons, dashes, underlining, parentheses, question marks, and exclamation points.

WORD USAGE

Objective: The student can use words appropriately.

Suggested Measurement Strategy: Selecting words which are appropriate in meaning and grammatical form for a given context. These words may include nouns, verbs, pronouns, prepositions, conjunctions, adjectives, adverbs, and interjections.

SENTENCE FORMATION

Objective: The student can compose sentences.

Suggested Measurement Strategy: Composing or selecting correctly coordinated and modified simple, compound, or complex sentences. These sentences may be constructed so that they represent specified sentence patterns.

COMPOSITION

Objective: The student can communicate ideas in writing.

Suggested Measurement Strategy: Writing paragraphs, essays, outlines, reports, sets of directions, or letters, or supplying the information needed on application forms. These communications may be evaluated on their organization, content, correctness of expression, mechanics, and legibility.

CONCEPTS

Objective: The student can apply numerical concepts.

Suggested Measurement Strategy: Answering questions about numerical quantities and representations. These questions may require counting, using concrete objects, comprehending mathematical symbols and terminology, identifying equivalent ways of expressing the same numerical quantity, establishing relationships between numerical quantities, identifying fractional quantities, estimating, determining place value, or creating or comparing sets.

OPERATIONS

Objective: The student can compute accurately.

Suggested Measurement Strategy: Determining the answers to exercises requiring a mathematical operation. The exercises to be solved may require adding or subtracting whole numbers.

MEASUREMENT

Objective: The student can apply measurement concepts.

Suggested Measurement Strategy: Answering questions about measurement. These questions may require telling time, naming days of the week or months of the year, identifying coins, estimating or measuring length or volume in nonstandard units or standard units (metric or customary).

GEOMETRY

Objective: The student can apply geometric concepts.

Suggested Measurement Strategy: Answering questions about geometric representations. These questions may require identifying or comparing geometric shapes.

PROBLEM SOLVING

Objective: The student can solve problems requiring the use of mathematics.

Suggested Measurement Strategy: Determining the solutions to verbal and nonverbal problems. These problems may require performing a single mathematical operation with whole numbers or monetary amounts. Decision-making and alternative solution strategies may be required. Problems will focus on situations familiar to students.

MATHEMATICS: GRADE TWO

CONCEPTS

Objective: The student can apply numerical concepts.

Suggested Measurement Strategy: Answering questions about numerical quantities and representations. These questions may require counting, using concrete objects, comprehending mathematical symbols and terminology, identifying equivalent ways of expressing the same numerical quantity, establishing relationships between numerical quantities, identifying fractional quantities, estimating, determining place value, creating or comparing sets, or interpreting graphs.

OPERATIONS

Objective: The student can compute accurately.

Suggested Measurement Strategy: Determining the answers to exercises requiring a mathematical operation. The exercises to be solved may require adding, subtracting, or multiplying whole numbers.

MEASUREMENT

Objective: The student can apply measurement concepts.

Suggested Measurement Strategy: Answering questions about measurement. These questions may require telling time; naming dates, days of the week, or months of the year; identifying currency; estimating or measuring length, weight, volume, or temperature in nonstandard units or standard units (metric or customary).

GEOMETRY

Objective: The student can apply geometric concepts.

Suggested Measurement Strategy: Answering questions about geometric representations. These questions may require identifying or comparing geometric shapes; or identifying symmetrical divisions of geometric shapes.

PROBLEM SOLVING

Objective: The student can solve problems requiring the use of mathematics.

Suggested Measurement Strategy: Determining the solutions to verbal and nonverbal problems. These problems may require performing a single mathematical operation with whole numbers or monetary amounts. Decision-making and alternative solution strategies may be required. Problems will focus on situations familiar to students.

CONCEPTS

Objective: The student can apply numerical concepts.

Suggested Measurement Strategy: Answering questions about numerical quantities and representations. These questions may require counting, using concrete objects, comprehending mathematical symbols and terminology, identifying equivalent ways of expressing the same numerical quantity, using a number line, establishing relationships between numerical quantities, identifying fractional quantities, estimating, determing place value, creating or comparing sets, or interpreting graphs.

OPERATIONS

Objective: The student can compute accurately.

Suggested Measurement Strategy: Determining the answers to exercises requiring a mathematical operation. The exercises to be solved may require adding, subtracting, multiplying, or dividing whole numbers, or adding or subtracting fractions.

MEASUREMENT

Objective: The student can apply measurement concepts.

Suggested Measurement Strategy: Answering questions about measurement. These questions may require telling time; naming dates, days of the week, or months of the year; identifying currency; selecting an appropriate measurement unit or measuring device; estimating or measuring length, weight, volume, or temperature in nonstandard units or standard units (metric or customary); or converting units within a measurement system.

GEOMETRY

Objective: The student can apply geometric concepts.

Suggested Measurement Strategy: Answering questions about geometric representations. These questions may require identifying or comparing geometric shapes; or identifying symmetrical divisions of geometric shapes.

PROBLEM SOLVING

Objective: The student can solve problems requiring the use of mathematics.

Suggested Measurement Strategy: Determining the solutions to verbal and nonverbal problems. These problems may require performing one or more mathematical operations with whole numbers, fractions, or monetary amounts. Decision-making and alternative solution strategies may be required. Problems will focus on situations familiar to students.

CONCEPTS

Objective: The student can apply numerical concepts.

Suggested Measurement Strategy: Answering questions about numerical quantities and representations. These questions may require counting, comprehending mathematical symbols and terminology, identifying equivalent ways of expressing the same numerical quantity, using a number line, establishing relationships between numerical quantities, estimating, determining place value, creating or comparing sets, or interpreting graphs.

OPERATIONS

Objective: The student can compute accurately.

Suggested Measurement Strategy: Determining the answers to exercises requiring a mathematical operation. The exercises to be solved may require adding, subtracting, multiplying, or dividing whole numbers; or adding or subtracting fractions, mixed numbers, or decimals.

MEASUREMENT

Objective: The student can apply measurement concepts.

Suggested Measurement Strategy: Answering questions about measurement. These questions may require telling clock or calendar time; selecting an appropriate measurement unit or measuring device; estimating or measuring length, weight, volume, or temperature in metric or customary units; converting units within a measurement system; or performing calculations with measured quantities.

GEOMETRY

Objective: The student can apply geometric concepts.

Suggested Measurement Strategy: Answering questions about geometric representations. These questions may require identifying or comparing geometric figures or identifying properties of geometric figures.

PROBLEM SOLVING

Objective: The student can solve problems requiring the use of mathematics.

Suggested Measurement Strategy: Determining the solutions to verbal and nonverbal problems. These problems may require performing one or more mathematical operations with whole numbers, fractions, mixed numbers, or decimals. Decision-making and alternative solution strategies may be required. Problems will focus on situations familiar to students.

MATHEMATICS: GRADE FIVE

CONCEPTS

Objective: The student can apply numerical concepts.

Suggested Measurement Strategy: Answering questions about numerical quantities and representations. These questions may require counting, comprehending mathematical symbols and terminology, identifying equivalent ways of expressing the same numerical quantity, using a number line, establishing relationships between numerical quantities, estimating, determining place value, creating or comparing sets, or interpreting graphs.

OPERATIONS

Objective: The student can compute accurately.

Suggested Measurement Strategy: Determining the answers to exercises requiring a mathematical operation. The exercises to be solved may require adding, subtracting, multiplying, or dividing whole numbers, fractions, mixed numbers, or decimals.

MEASUREMENT

Objective: The student can apply measurement concepts.

Suggested Measurement Strategy: Answering questions about measurement. These questions may require selecting an appropriate measurement unit or measuring device; estimating or measuring length, weight, volume, or temperature in metric or customary units; converting units within a measurement system; or performing calculations with measured quantities.

GEOMETRY

Objective: The student can apply geometric concepts.

Suggested Measurement Strategy: Answering questions about geometric representations. These questions may require identifying or comparing geometric figures; identifying properties of geometric figures; measuring line segments; or determining the perimeters, or areas of geometric figures.

PROBLEM SOLVING

Objective: The student can solve problems requiring the use of mathematics.

Suggested Measurement Strategy: Determining the solutions to verbal and nonverbal problems. These problems may require performing one or more mathematical operations with whole numbers, fractions, mixed numbers, decimals, or measurement units. The problems may also require applying a geometric formula or using information presented graphically. Decision-making and alternative solution strategies may be required. Problems will focus on situations familiar to students.

CONCEPTS

Objective: The student can apply numerical concepts.

Suggested Measurement Strategy: Answering questions about numerical quantities and representations. These questions may require counting, comprehending mathematical symbols and terminology, identifying equivalent ways of expressing the same numerical quantity, using a number line, establishing relationships between numerical quantities, estimating, determining place value, creating or comparing sets, or interpreting graphs.

OPERATIONS

Objective: The student can compute accurately.

Suggested Measurement Strategy: Determining the answers to exercises requiring a mathematical operation. The exercises to be solved may require adding, subtracting, multiplying, or dividing whole numbers, fractions, mixed numbers, or decimals.

MEASUREMENT

Objective: The student can apply measurement concepts.

Suggested Measurement Strategy: Answering questions about measurement. These questions may require selecting an appropriate measurement unit or measuring device; estimating or measuring length, weight, volume, or temperature in metric or customary units; converting units within a measurement system; performing calculations with measured quantities; or interpreting scale drawings.

GEOMETRY

Objective: The student can apply geometric concepts.

Suggested Measurement Strategy: Answering questions about geometric representations. These questions may require identifying or comparing geometric figures; identifying properties of geometric figures; measuring line segments; or determining the perimeters or areas of geometric figures.

PROBLEM SOLVING

Objective: The student can solve problems requiring the use of mathematics.

Suggested Measurement Strategy: Determining the solutions to verbal and nonverbal problems. These problems may require performing one or more mathematical operations with whole numbers, fractions, mixed numbers, decimals, or measurement units. The problems may also require applying a geometric formula or using information presented graphically. Decision-making and alternative solution strategies may be required. Problems will focus on situations familiar to students.

CONCEPTS

Objective: The student can apply numerical concepts.

Suggested Measurement Strategy: Answering questions about numerical quantities and representations. These questions may require comprehending mathematical symbols and terminology, identifying equivalent ways of expressing the same numerical quantity, establishing relationships between numerical quantities, estimating, determining place value, creating or comparing sets, using formulas, developing or interpreting graphs, using tables, or establishing ratios or proportions.

OPERATIONS

Objective: The student can compute accurately.

Suggested Measurement Strategy: Determining the answers to exercises requiring a mathematical operation. The exercises to be solved may require adding, subtracting, multiplying, or dividing whole numbers, signed numbers, fractions, mixed numbers, decimals, or percents.

MEASUREMENT

Objective: The student can apply measurement concepts.

Suggested Measurment Strategy: Answering questions about measurement. These questions may require selecting an appropriate measurement unit or measuring device; estimating or measuring length, weight, volume, or temperature in metric or customary units; converting units within a measurement system; performing calculations with measured quantities; or interpreting scale drawings.

GEOMETRY

Objective: The student can apply geometric concepts.

Suggested Measurement Strategy: Answering questions about geometric representations. These questions may require identifying or comparing geometric figures; identifying properties of geometric figures; or determining the perimeters, areas, or volumes of geometric figures.

PROBLEM SOLVING

Objective: The student can solve problems requiring the use of mathematics.

Suggested Measurement Strategy: Determining the solutions to verbal and nonverbal problems. These problems may require performing one or more mathematical operations

with whole numbers, fractions, mixed numbers, decimals, percents, or measurement units. The problems may also require applying a formula and/or using information presented graphically. Decision-making and alternative solution strategies may be required. Problems will focus on situations familiar to students.

MATHEMATICS: GRADE EIGHT

CONCEPTS

Objective: The student can apply numerical concepts.

Suggested Measurement Strategy: Answering questions about numerical quantities and representations. These questions may require comprehending mathematical symbols and terminology, identifying equivalent ways of expressing the same numerical quantity, establishing relationships between numerical quantities, estimating, determining place value, creating or comparing sets, using formulas, developing or interpreting graphs, using tables, or establishing ratios or proportions.

OPERATIONS

Objective: The student can compute accurately.

Suggested Measurement Strategy: Determining the answers to exercises requiring a mathematical operation. The exercises to be solved may require adding, subtracting, multiplying, or dividing whole numbers, signed numbers, fractions, mixed numbers, decimals, or percents.

MEASUREMENT

Objective: The student can apply measurement concepts.

Suggested Measurement Strategy: Answering questions about measurement. These questions may require selecting an appropriate measurement unit or measuring device; estimating or measuring length, weight, volume, or temperature in metric or customary units; converting units within a measurement system; performing calculations with measured quantities; or interpreting scale drawings.

GEOMETRY

Objective: The student can apply geometric concepts.

Suggested Measurement Strategy: Answering questions about geometric representations. These questions may require identifying, comparing, or constructing geometric figures; identifying properties of geometric figures; or determining the perimeters, areas, or volumes of geometric figures.

PROBLEM SOLVING

Objective: The student can solve problems requiring the use of mathematics.

Suggested Measurement Strategy: Determining the solutions to verbal and nonverbal problems. These problems may require performing one or more mathematical operations with whole numbers, fractions, mixed numbers, decimals, percents, or measurement units. The problems may also require applying a formula and/or using information presented graphically. Decision-making and alternative solution strategies may be required. Problems will focus on situations familiar to students.

MATHEMATICS: GRADES NINE–TWELVE

CONCEPTS

Objective: The student can apply numerical concepts.

Suggested Measurement Strategy: Answering questions about numerical quantities and representations. These questions may require comprehending mathematical symbols and terminology, identifying equivalent ways of expressing the same numerical quantity, establishing relationships between numerical quantities, estimating, determining place value, creating or comparing sets, using formulas, developing or interpreting graphs, using tables, or establishing ratios or proportions.

OPERATIONS

Objective: The student can compute accurately.

Suggested Measurement Strategy: Determining the answers to exercises requiring a mathematical operation. The exercises to be solved may require adding, subtracting, multiplying, or dividing whole numbers, signed numbers, fractions, mixed numbers, decimals, or percents, or extracting square roots.

MEASUREMENT

Objective: The student can apply measurement concepts.

Suggested Measurement Strategy: Answering questions about measurement. These questions may require selecting an appropriate measurement unit or measuring device; estimating or measuring length, weight, volume, or temperature in metric or customary units; converting units within a measurement system; performing calculations with measured quantities; or interpreting scale drawings.

GEOMETRY

Objective: The student can apply geometric concepts.

Suggested Measurement Strategy: Answering questions about geometric representations. These questions may require identifying, comparing, or constructing geometric figures; identifying properties of geometric figures; using the Pythagorean relationship; or determining the perimeters, areas, or volumes of geometric figures.

PROBLEM SOLVING

Objective: The student can solve problems requiring the use of mathematics.

Suggested Measurement Strategy: Determining the solutions to verbal and nonverbal problems. These problems may require performing one or more mathematical operations with whole numbers, fractions, mixed numbers, decimals, percents, or measurement units. The problems may also require applying a formula and/or using information presented graphically. Problems will focus on situations which may be encountered by students now or in adult life, including those situations requiring consumer and producer skills.